

TEAM BUILDING

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Team Organization

After the initial interview process is complete and you have a group of potential speakers, you'll need to divide them up into teams. You can split volunteers into teams based on experience and geographic locations. Try and make teams as diverse as possible based on rank, age, race, and sex. It's not always advantageous to make the most senior member of the team the team leader. Sometimes it works better making the most experienced member of the team the leader.

There are a couple of benefits to dividing volunteers into teams. First, you'll cut down on the telephone calls you'll have to make in search of volunteers for speaking engagements. All you will have to do is to call the team leader and pass on the time and date of the commitment. The fact you have your teams broken down into geographic location will help keep your volunteers close to the area they will be speaking in.

Team Training

Four hours is long enough for training. You can schedule training during a drill weekend and classify it as instructor training for your volunteers. During the training, at a minimum, cover the same topics that are presented in this guide and review the presenter's portion in depth. After that, view at least a portion of the videotapes. Then, discuss the process of making a presentation, covering the types of questions they might encounter in the classroom or in front of a group of students. If you have remaining time, let your volunteers practice making actual presentations.

You can also send prospective CDF candidates to observe a CDF presentation by an experienced CDF presenter when your teams begin to give presentations.

Team Maintenance

RECRUITING

In the beginning stages of your program, you'll have to actively recruit in order to get volunteers. After some time has passed and word of CDF starts to get out, you'll find you have to spend less time recruiting new volunteers. However, never stop actively looking for good presenters.

COMMUNICATION

Another important aspect of maintaining your team is regular effective communication. This can be in the form of Teamreps or Sitreps sent out on a regular basis. You can also communicate with your team members by having team meetings and routine phone conversations with your team leaders.

RECOGNITION

Even though giving presentations is personally rewarding, it's also nice to receive public recognition. You can recognize your volunteers with B2 letters, letters of appreciation, command recognition at quarters and evaluation and fitness report inputs. During public recognition ceremonies will be a good time to solicit for new volunteers.

(Sample volunteer training agenda)

A. Introduction to Campaign Drug Free (CDF)

1. Introductions (Instructors/Students)
 - a. Command support
 - b. Commanding Officer Comments
 - c. Facilities
2. Course Overview
 - a. Statement of Objectives
 - b. Agenda
 - c. Course critiques
3. Overview of CDF
 - a. Background
 - b. Purpose
 - c. Reliability/personal appearance
 - d. Administrative organization of CDF
 - e. Targeted Audience
 - f. Drill credits
4. Local Program Management
 - a. Certification/Qualification
 - b. Units supported
 - c. Area covered
 - d. Supplies
 - e. Bullets for evaluations

B. Presentation Building Blocks

1. Types of Audiences
 - a. Elementary school
 - b. Middle school
 - c. High school
 - d. Diverse groups
 - e. Group dynamics
2. Classroom Environment
 - a. Classroom size and setting
 - b. What to expect from the teacher
 - c. Time of day
 - d. Time limitations
3. Subject Matter
 - a. Required
 - b. Recommended
 - c. Pitfalls of which to be aware
 - d. No personal agendas
4. Methods of Presenting
 - a. Interaction
 - b. Personal styles
 - c. Voice modulation
 - d. Hand gestures
 - e. Body language
 - f. Eye contact
 - h. Projecting self-confidence
 - i. Technique of using student's names

- j. Learning to read the audience
- 5. Credibility
 - a. Personal information about presenter
 - b. Common experiences with audience
 - c. Preparing to make presentations

C. **Presentations**

- 1. Treat as a genuine school situation
- 2. Teams of two (odd student may be paired with instructor or included as a third member of one group)
- 3. Allow group to choose partners
- 4. Allow group to pick school level
- 5. Divide up presentation responsibilities 50/50
- 6. Proceed as if experienced partners sharing the load
- 7. Everyone else is a school classroom audience
- 8. Conduct exercise: 20 minutes to review package
 - 20 minutes per presentation
 - 10 minutes post-exercise discussion
- 9. Instructor will introduce presenters to class
- 10. Instructors will not interrupt presentation
- 11. Students can call time out to ask questions
- 12. Post-exercise discussion will immediately follow exercise
- 13. Non-presenters can contribute to post-ex discussion
- 14. Perfection is not expected. This exercise is a learning experience

D. **Course Summary**

- 1. Review goals and objectives for training session
- 2. Ask questions of trainees to determine:
 - a) Did course meet objectives
 - b) Were course materials sufficient
 - c) what suggestions students have for improvements
 - d) How could instructors improve
 - e) Was course of sufficient length

